

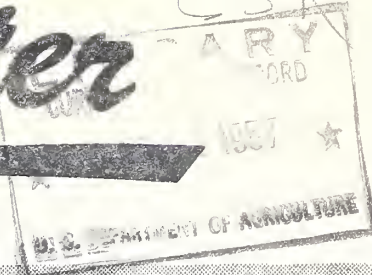
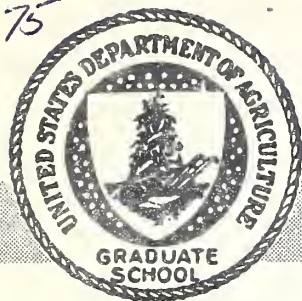
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# Newsletter



## GRADUATE SCHOOL ★ USDA

November 23, 1956

To the Faculty, Committee Members and  
others associated with the Graduate School:

We are establishing a counseling service. Approval for this step was given at the November meeting of the General Administration Board. We are now setting up an advisory committee to help in the search for a counselor.

The new service is designed to help students and others who come to the Graduate School looking for advice and guidance. It should be of interest to people who want to get into a better job or a different field of work but who don't know exactly what they want or what they are qualified to do or how to make a change. The service will also be of interest to people who need help in reaching a goal or in evaluating themselves and their capabilities and in finding areas in which they can make progress.

According to our plans, the new service will provide testing, counseling, and placement for those who request these services. Along with these methods of assisting students, the counselor will advise the Graduate School on course needs on the basis of experience with students.

The service will be financed by flat fees covering tests and two or three interviews with additional fees charged for further tests and counseling. Many details remain to be worked out.

The service will provide the Graduate School with the personal clinical testing and counseling now given in more than half of the evening colleges across the country.

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In the nearly 20 years that Carl C. Taylor has been associated with the Graduate School, he has inspired hundreds of Federal workers with his profound knowledge of the democratic processes and the techniques that promote their growth.

We were privileged to hear of Dr. Taylor's most recent contribution to these processes November 6, when he spoke at a faculty luncheon on his observations in India during the past two years as a consultant on the national community development program, under the auspices of the Ford Foundation.

Dr. Taylor reminded us that since 1947, when India attained freedom, the great sub-continent of more than 600 principalities and states, has made notable progress toward its goal of a national democratic government and education.

One key to the gains is the community development program that has been designed to move the masses of India from a feudal and colonial world into modern times. This, Dr. Taylor pointed out, is essentially an extension method of organization. It takes into account the fact that the country simply doesn't have a body of college-trained technicians to set up the schools that are needed and to serve as county agents, sanitation and health officers, and as leaders in other community movements. In drawing up plans for the program, India's leaders turned to the cream of the village youth, first the boys and then the girls with an education that would approximate eighth grade in this country. These young people are being given short courses of training and then given responsibility for work in five villages. They are backstopped by specialists who have college training in their fields. The corps now includes some 15,000 boys and girls at work in a hundred thousand villages.

The greatest problem India faces, Dr. Taylor says, is how to develop a democracy. It is about a thousand times as difficult to come down from the top. People who learn the principles of democracy, but have not had the experience of growing up in a democracy violate those subtle principles in many ways. They just can't believe in the inherent and everlasting worth of the individual.

Another problem in India is how to keep production apace with population. Dr. Taylor says it appears to be getting into better gear. India is the only nation in the world that is carrying on a vigorous government program to encourage family planning.

The selection of young people to serve in the community development program could be improved and Dr. Taylor is writing a book on choosing natural leaders by techniques that have been validated by research.

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Latest word on fall registration. Registrar Constance G. Coblenz reports that the total registration of 3,150 represents an increase of 3.54 percent over that of 1955.

The Department of Languages and Literature, with nearly 700 students in 38 courses, is the largest. Next in enrollment is Public Administration, with 508 students in 24 classes. Technology has 25 classes and nearly 500 students.

There are 360 students in 21 classes at the National Institutes of Health. The average enrollment for courses throughout the Graduate School is 17. This year we cancelled 60 courses because of insufficient enrollment. However, almost a third of the 280 students who had enrolled in these courses transferred to active courses.

A tidal wave which threatens to drive us on the rocks or push us into shoal water, is the way Theodore A. Distler, executive director of the Association of American Colleges describes the rapidly growing demand for higher education.

Speaking on October 3 at a faculty luncheon, Dr. Distler said the fundamental question is how much the nation is prepared to spend on higher education. Clearly too small a fraction goes into it at present. But to get more we have to convince the nation that we are making economical use of what we already have and are doing a good job. This will involve some hard thinking about organization and methods.

Dr. Distler considers the problem of teacher supply even more serious than the shortage of classrooms. He cited Dale Wolfle's estimate that to maintain the same faculty-student ratio as in 1952-53, the total strength of our college and university faculties will have to be increased by one-third by 1960, three-fourths by 1965, and more than doubled by 1970.

The teacher shortage is partly a problem of money. To do the teacher bare justice, his salary should be raised to double of the 1939 level. But Dr. Distler says there is more to the problem than financing. There is the question of how much value our society attaches to the teacher. To all appearances this is not very high. He thinks it may take another generation or two to get out of the habit of equating worth with "success" and measuring success in dollars. Meanwhile educational leaders must strive to convince the public that the teacher is caught in a hopeless trap and we must use every device at our command to get across a recognition of the teacher's social worth.

One of the difficult tasks is to make it clear that equality of educational opportunity does not mean higher education for all and the same kind of education. The American educational ideal is to provide everybody -- regardless of birth or economic status -- with the highest education he can profit by, and in the form best fitted to his particular needs.

Dr. Distler says this will involve both a prolonged campaign of public enlightenment and some fresh and courageous thinking about our own aims and methods -- about the relationship between so-called liberal studies and vocational studies, about the appalling waste between enrollment and graduation, about the possible need for courses of different duration from the accepted four-year and ~~two~~-year course and perhaps for new types of institutions to provide new types of courses.

Dr. Distler gave five beacons by which we can steer a safe course: (1) genuine equality of educational opportunity; (2) post-secondary education in whatever forms required to serve varied needs; (3) recognition ~~that our four-year colleges of liberal arts and sciences have a peculiar and primary responsibility to provide a form of education for young men and women whose natural qualities offer promise of leadership;~~ (4) recognition that it is in the national interest as well as the interest of individuals that we should help each individual develop his potential, and (5) recognition that the teacher has the central role in our educational system and neglect nothing that can contribute to his effective performance in that role.

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We have begun to line up speakers for the lecture series on Resource Conservation that is scheduled to begin January 23 and to continue for six weeks.

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Speaker for our faculty luncheon, December 4 will be Mrs. Agnes E. Myer, well known writer, lecturer, and social worker.

In October, we completed our second special one-month course in public administration for agricultural officials in foreign countries. The participants came from Thailand, National China, the Philippines, Pakistan, Panama, Costa Rica, and Honduras.



Under the direction of O. B. Conaway, Jr. and with the generous help of officials in agencies here, the visitors made an intensive study of administrative methods and organization in the U. S. Department of Agriculture and then went to Delaware for a study of the administration of the College of Agriculture and of the State Board of Agriculture.

A third course is scheduled to be given in June 1957. This program is under contract with the Foreign Agricultural Service.

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We consider ourselves fortunate that retirement from government did not cost us a teacher in the case of Constantin C. Nikiforoff, who since 1948 has taught soil science in the Graduate School. He tells us that he wants to continue teaching. He is also continuing to report to his office at the Agricultural Research Center, Beltsville, where he is doing further basic research on soils and writing a summary of his observations and experiences in soil science. These began in 1909 in his graduate days at the University of St. Petersburg. They were interrupted by the Revolution when he fled from Russia and came to the United States. They were resumed when American scientists familiar with his work helped him to find research posts in this country. He has been with the U. S. Department of Agriculture for the past 25 years.

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In announcing the appointment of Marjorie Cecil Johnson to the new post of specialist for foreign languages in the division of state and local school systems, the U. S. Office of Education notes that Dr. Johnston brings a wealth of experience in foreign language teaching and teacher education.

In addition to 10 years of teaching in the public schools of Texas, Dr. Johnson has been on the faculties of Stephens College, the University of Texas, Texas State College for Women, and San Diego College. She has been associated with the Graduate School since 1942.

Dr. Johnston is a member of many honorary and professional organizations. In 1951, she served as president of the American Association of Teachers of Spanish and Portuguese. A prolific writer, she is contributing editor to the Handbook of Latin American Studies (Library of Congress), La Educacion (Pan American Union) and Hispania (American Association of teachers Spanish and Portuguese). Her most recent contribution is a comprehensive study of Education in Mexico, published as a government bulletin.

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Assistant Director O. B. Conaway, Jr. represented the Graduate School at the fourth annual conference on executive development held by the Society for Personnel Administration at Big Meadows Lodge in Shenandoah Park, Virginia, Nov. 9-11.

Sincerely

  
T. Roy Reid  
Director